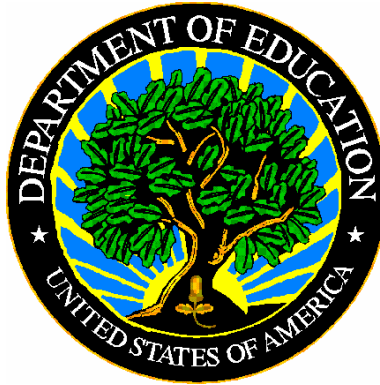


New Jersey Department of Education Consolidated State Application (September 1, 2003 Submission)

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Due: September 1, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing the Consolidated State Application September 1, 2003 Submission

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their September 1, 2003, consolidated applications is listed below.

Summary of Information Required for September 1, 2003 Submission

Baseline Data and Performance Targets for ESEA GOALS AND ESEA INDICATORS

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d)).

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma.
- 5.2 Performance indicator: The percentage of students who drop out of school.

This workbook format has been developed to facilitate preparation and submission of the information required in this September 1, 2003, submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is September 1, 2003.

Transmittal Instructions

To expedite the receipt of this September 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

ESEA GOALS and ESEA INDICATORS

Performance Indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

For this September 1, 2003, Consolidated State Application submission, States must report information related to their standards and assessments for English language proficiency and baseline data and performance targets for ESEA Performance Indicator 2.1.

A. English Language Proficiency (ELP) Standards and Assessments

Please describe the status of the State's efforts to establish ELP standards that relate to the development and attainment of English proficiency by limited English proficient students. Specifically, describe how the State's ELP standards:

- Address grades K through 12
- Address the four domains of listening, speaking, reading, and writing
- Are linked to the academic content and achievement standards in reading/language arts and mathematics, and in science (by 2005-2006)

STATE RESPONSE

State ESL Standards

New Jersey has had ESL standards since 1998. New Jersey's ESL standards articulate the English language competencies that are required of English language learners in order to become fully proficient in English and to achieve the same challenging core standards as their native English speaking peers. These standards help students to develop native-like levels of proficiency in English and also address the development of the cognitive and expressive skills outlined in the language arts literacy standards. As such, they represent an alignment between the TESOL standards for grades Pre-K to 12 and the New Jersey Core Curriculum Content Standards for Language Arts Literacy.

NJDOE is currently in the process of revising the ESL standards to ensure alignment with NCLB requirements. A committee of grades Pre-K to 12 ESL and content area bilingual teachers was convened in August 2003 to develop ESL standards that focus specifically on the complex language skills that students must master in order to meaningfully participate and be successful in academic disciplines. The appropriate NJDOE personnel and consultant from the center for Education Equity and Excellence at George Washington University were also involved.

- **Link to K to 12**

The ESL Standards will be organized according to the grade clusters of Pre-K-2, 3-5, 6-8 and 9-12. The rationale for this organization is twofold. First, language proficiency is not content-based or linked to grade level in the same way as other subject areas. An English proficient beginner level student in the high school will have to master the same linguistic structures as does an English proficient beginner level elementary school student. Increasingly complex context and academic tasks are required of students as they progress in the grades. Secondly, the language proficiency tests currently used in New Jersey, and the English Language Development Test being developed by the consortium of states, of which New Jersey is a part, is organized by the same grade cluster. This will allow a better alignment between the ESL Standards and the language proficiency test used to measure students' mastery of these standards.

- **Domains of listening, speaking, reading, and writing**

New Jersey's ESL Standards will include five goals that reflect the four domains of language: listening, speaking, reading, and writing which are congruent with the language arts literacy standards. The State's fifth domain, viewing/comprehension is an adaptation of the language arts literacy goal as it relates to English language learners. These five goals for which language proficiency is measured are as follows:

- Students will be able to speak English in both a social and school setting.
- Students will be able to read English for recreational and academic purposes.
- Students will be able to write English for personal and academic purposes.
- Students will be able to understand spoken English in both a social and school setting
- Students will be able to view and comprehend print, nonprint, and electronic texts and resources for personal and academic purposes.

- **Links to the academic content and achievement standards in reading/language arts and mathematics, and in science (by 2005-2006)**

The ESL standards will be aligned with the five levels of language proficiency assessments currently used in schools in New Jersey. These standards will also be linked to four content standards: science, mathematics, social studies and language arts literacy. The standards are linked to the content areas through sample classroom tasks which demonstrate appropriate proficiency-level and grade-level learning activities. These activities integrate vocabulary and concepts of the four content areas. This document will be completed during the fall of 2003 and disseminated in the spring of 2004.

B. Baseline Data for Performance Indicator 2.1

In the following table, please provide English language proficiency (ELP) baseline data from the 2002-2003 school year test administration. English language proficiency baseline data should include all students in the State who were identified as limited English proficient by State-selected English language proficiency assessments, regardless of student participation in Title III supported programs.

1. The ELP baseline data should include the following:

- Total number of students identified as LEP by each State-selected ELP assessment(s);
- Total number and percentage of LEP students at each level of English language proficiency as defined by State ELP standards and ELP assessments; and
- A list of each of the ELP assessment(s) used to determine level of English language proficiency.

2. The baseline data should:

- Indicate all levels of English language proficiency; and
- Be aggregated at the State level.
- If a State is reporting data using an ELP composite score (e.g., a total score that consists of a sum or average of scores in the domains of listening, speaking, reading, writing, and comprehension), the State must:
 - Describe how the composite score was derived;
 - Describe how all five domains of English language proficiency were incorporated into the composite score; and
 - Describe how the domains were weighted to develop the composite score.

States may use the sample format below or another format to report the required information.

(1) List all of the State-selected ELP assessment(s) used during the 2002-2003 school year to assess LEP students.

New Jersey uses three ELP assessment instruments which are as follows:

- Language Assessment Scales (LAS)
- Idea Proficiency Test (IPT)
- Maculaitis II Test of English Proficiency (MACII)

(2) Total number of students identified as LEP according to ELP assessments(s).

- 56,046

Baseline Data 2002-3
Number of Limited English Proficient Students in New Jersey
Exiting English Language Programs by Years in Program and by LEP Exam

Years in Program	Number Exited by LEP Exam			Total Students		
	IPT	LAS	MAC II	Exited	Assessed	
					Number	% of Total
Less than 1 Year	1778	154	1736	3668	21762	38.8%
1 Year	2201	225	1850	4276	16438	29.3%
2 Years	1721	125	1181	3027	9777	17.4%
3 Years	1172	42	686	1900	5138	9.2%
4 Years	502	21	283	806	1891	3.4%
5 Years	197	18	104	319	650	1.2%
6 or More Years	89	2	72	163	390	.7%
Total	7660	587	5912	14159	56046	100%

(3-6) Number and percentage of students at each level of English language proficiency, as defined by State ELP standards and ELP assessments. If the State uses labels such as Level 1, Level 2, etc., the level at which students are designated. "Proficient" should be indicated. For example, in this sample format, students at Level 4 are considered proficient in English. States should use the same ELP labels as defined in State ELP standards and assessment(s). If the ELP standards and assessment(s) define more than four levels, the table should be expanded to incorporate all levels.

Baseline Data 2002-3
Number and Percentage of Limited English Proficient Students in New Jersey by
LEP Assessment and Proficiency Level

LEP Assessment	Number and Percent of Total Students Assessed at Each Proficiency Level					Total Students Assessed
	1-Beginner	2-Low Intermediate	3-High Intermediate	4-Advanced	5-Proficient	
LAS	285 (.5%)	282 (.5%)	401 (.7%)	396 (.7%)	590 (1.1%)	1954 (3.5%)
MAC II	1181 (2.1%)	2690 (4.8%)	4660 (8.3%)	7712 (13.8%)	5874 (10.5%)	22117 (39.5%)
IPT	3283 (5.9%)	6116 (10.9%)	8110 (14.5%)	8918 (15.9%)	5548 (9.9%)	31975 (57.1%)
Total	4749 (8.5%)	9088 (16.2%)	13171 (23.5%)	17026 (30.4%)	12012 (21.4%)	56046 (100%)

Please provide the following additional information:

1. English language proficiency assessment(s) used, including the grades and domains addressed by each assessment (e.g., IDEA Oral Language Proficiency Test (IPT I), grades K-6, listening and speaking).

There are three language proficiency assessments that are currently approved for use to identify LEP students, measure their progress and determine when they can be mainstreamed.

1. Maculaitis II Test of English Language Proficiency (MAC II)—various forms cover grades K-12, measure Listening, Speaking, Reading and Writing and Total Score (except kindergarten covers only Listening and Speaking).
IDEA Test (IPT)—various forms cover grades K – 12, measures Oral, Reading and Writing (except K-1 are tested on Oral only).
2. Language Assessment Scales (LAS)—various forms cover grades K – 12, measuring Reading, Writing and Oral (except kindergarten covers only the oral language components of listening and speaking).

2. Total number of students **assessed** for English language proficiency on State-selected ELP assessment(s) (number of students referred for assessment and evaluated using State-selected ELP assessments).

In the spring of 2003, **56,665*** students were assessed for English language proficiency.

3. Total number of students **identified** as LEP on State-selected ELP assessment(s) (number of students determined to be LEP on State-selected ELP assessment(s)).

57,880 students were identified as LEP during the 2002-3 school year and enrolled in programs. Of these students, **56,665*** were assessed in the spring of 2002-3.

* There is a difference in the total number of students assessed (56,665) and the totals shown in the tables included above (56,046) because the data from several districts was incomplete. However this difference does not invalidate the baseline data, nor the annual measurable achievement objectives.

C. Performance Targets (Annual Measurable Achievement Objectives) for English Language Proficiency

Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children attaining English proficiency. Please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards. Please include in your response:

- The test score range or cut scores for each of the State's ELP assessments
- A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English.

STATE RESPONSE

Proficient test score ranges or cut scores for proficient for each of the State's ELP assessments:

In New Jersey, the definition of proficient is the score achieved by a student at or above the cut score which demarks a solid understanding of the content measured by an individual of any state assessment (N.J.A.C. 6A:8-1.3). Attaining English language proficiency is based on multiple criteria that include cut scores on ELP assessments. For this reason, the New Jersey Annual Measurable Achievement Objective (AMAO) on proficiency uses the term "exiting" to mean students that are determined to be proficient and have exited the program based on multiple criteria which include ELP assessments. Districts must continue to use multiple indicators, as specified in N.J.A.C.6A:15-1.10(b) to determine which students need English as a Second Language (ESL) and/or bilingual program support and which students can function independently in a monolingual English classroom. These indicators must be used for both identification of limited English proficient (LEP) students and for determining readiness to exit from Bilingual/ESL/ELS program services. Use of the multiple indicators is particularly important when a student's test score is close to a cut point [as determined by the standard error of measurement (SEM)]. These other indicators include reading level, previous academic performance, achievement on standardized tests in English, and teacher judgement.

The cut scores on each of the three assessments that indicate proficient for purposes of exiting a program are as follows:

Language Assessment Scales (LAS) CTB/McGraw Hill

The LAS Language Proficiency Index (LPI) is used to determine program placement. Any student whose LPI is $\frac{3}{4}$ or Fully English Proficient (high level Reading and Writing skills and high level (proficient) Listening and Speaking skills is considered proficient.

Idea Proficiency Test (IPT) Ballard and Tighe Publishers

The IPT designations are used with this measure to determine program placement. A student must be scored a Fluent-English speaker on the Oral Test, a Competent-English Reader on the Reading Test, and a Competent English Writer on the Writing Test to be considered proficient.

**MACII Test of English Language Proficiency
Touchstone Applied Science Associates**

The Standard Score Cut Points indicated below are used to determine program placement.

Standard Score Cut Points*				
Test Level	Grade	Fall	Spring	SEM**
Red	K	210	220	8
	1	566	588	14
Blue	2	548	564	12
	3	558	574	12
Orange	4	543	559	10
	5	556	569	11
Ivory	6	545	557	10
	7	551	562	10
	8	555	567	10
Tan	9	549	560	10
	10	558	570	11
	11	568	583	11
	12	580	593	11
*For grades 1-12, cut points are set for Total Battery scores. For grade K, cut points are set in terms of total Speaking and Listening scores.				

**The standard error of measurement (SEM) of a test is a measure of reliability that represents the amount by which a score may vary due to errors of measurement. Thus, the larger the SEM, the greater the likelihood that a student might be misclassified. The SEM can be used to establish a band within which errors are most probable. For students whose scores fall within the band defined by the cut score plus or minus one SEM (e.g., 539 to 559 for Fall, 9th grade), additional data should be used to corroborate the placements.

Description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English:

Each of the three tests used in New Jersey test all five domains: listening, speaking, reading, writing, and comprehension. Comprehension is not a separate score, but rather a part of listening and reading. Students are considered "proficient" in each domain when they meet the publishers' recommended cut scores on their language proficiency tests and meet multiple criteria, which include reading level, previous academic performance, achievement on standardized tests in English, and teacher judgment. The three test publishers vary in how they weighted the language domains in their cut scores; however, the use of multiple criteria to make determinations regarding when a student is "proficient" and ready to exit language assistance programs, ensures that students' linguistic competence in the English language is accurately determined. In this way, the language proficiency test score is not the only measure of a student's ability to use English in an academic context.

Section 3122(a)(3) requires that States' annual measurable achievement objectives for English language proficiency include annual increases in the number or percentage of children making progress in learning English. Please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessments. Please include in your response:

- **A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments**
- **A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources)**
- **A description of the language domains in which students must make progress in moving from one English language proficiency level to the next**

STATE RESPONSE

- **Description of New Jersey's English language proficiency levels:**

The New Jersey Department of Education has taken a number of steps to implement the requirements of Title III of No Child Left Behind (NCLB) Act. One very important step has been to align the test scores of each of the language proficiency tests currently used by New Jersey schools to five proficiency categories: beginner, lower intermediate, upper intermediate, advanced and fully English proficient. Detailed descriptions of these five levels were developed for the Listening, Speaking, Reading and Writing domains. For the IPT and the MAC II, panels of teachers were convened to review the level definitions and to identify cut scores on each of the domains of the tests that correspond to these levels. These cut scores were then combined to determine overall cut scores assuming a compensatory model. Due to the small number of schools using the LAS, comparable cut scores were determined based on discussion with the publisher and review of the normative materials. Overall, the levels can be defined as follows (see Attachment A for the full definition of each level by each domain):

- **Level 1- Beginner** Students are considered to be beginners if their score generally reflect the beginner level achievement for all four domains.
- **Level 2- Low Intermediate** Students are considered to be lower intermediate if their score generally reflect lower intermediate achievement on all four domains, although higher proficiency in one domain can compensate for lower proficiency on another.
- **Level 3- High Intermediate** Students are considered to be upper intermediate if their scores generally reflect upper intermediate achievement on all four domains, although higher proficiency in one domain can compensate for lower proficiency on another.
- **Level 4- Advanced** Students are considered to be advanced if their scores generally reflect upper intermediate achievement on all four domains, although higher proficiency on one domain can compensate for lower proficiency on another.
- **Level 5- Full English Proficient** Students are considered to be proficient if their scores generally reflect proficient achievement on all four domains, although higher proficiency on one domain can compensate for lower proficiency on another.

• **Description of the criteria students must meet to progress from one proficiency level to the next:**

The charts following this table are to be used to determine how students' scores on the MAC II, IPT and LAS tests are to align to the language proficiency categories. Please note that in order to make these conversions, all parts of the language proficiency tests must be administered.

Conversion Tables for MAC II

Total Standard Scores Corresponding to Proficiency Levels by Grade

	Standard Scores Corresponding to Proficiency Levels				
	1	2	3	4	5
	Beginner	Low Intermediate	High Intermediate	Advanced	Fully Proficient
Red Level Kindergarten (Only Speaking & Listening)	90-147	148-177	178-195	196-223	224 and above
Red Level Grade One	201-384	385-464	465-526	527-596	597 and above
Blue Level Grades Two and Three	177-389	390-470	471-524	525-591	592 and above
Orange Level Grades Four and Five	204-380	381-445	446-506	507-581	582 and above
Ivory Level Grades Six, Seven and Eight	216-397	398-455	456-503	504-574	575 and above
Tan Level Grades Nine through Twelve	191-398	399-468	469-529	530-608	609 and above

Conversion Tables for IPT

The proficiency levels for the IPT are determined at the Kindergarten and first grade by obtaining a proficiency level on the Oral Proficiency Test. At all other grades it is determined by getting a proficiency level for each of the Reading, Writing, and Oral sections of the test and summing them up to obtain a total proficiency level. The proficiency levels are labeled as follows:

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5 = Full English Proficiency
 4 = Advanced
 3 = Upper Intermediate
 2 = Lower Intermediate
 1 = Beginner

Proficiency Level:	1	2	3	4	5
Oral Score: Kindergarten and First Grade	A	B	C	D	E & F

For each student, identify the proficiency score for each section of the IPT based on the following table:

IPT Test:	Oral Score = Proficiency Level	Reading Score = Proficiency Level	Writing Score = Proficiency Level
Grade 2-3	A = Proficiency 1 B = Proficiency 2 C = Proficiency 2 D = Proficiency 3 E = Proficiency 4 F = Proficiency 5	0 to 4 = Proficiency 1 5 to 16 = Proficiency 2 17 to 30 = Proficiency 3 31 to 38 = Proficiency 4 39 and above = Proficiency 5	0 to 4 = Proficiency 1 5 to 7 = Proficiency 2 8 to 10 = Proficiency 3 11 to 14 = Proficiency 4 15 to 19 = Proficiency 5
Grades 4-6	A = Proficiency 1 B = Proficiency 2 C = Proficiency 2 D = Proficiency 3 E = Proficiency 4 F = Proficiency 5	0 to 4 = Proficiency 1 5 to 16 = Proficiency 2 17 to 30 = Proficiency 3 31 to 38 = Proficiency 4 39 and above = Proficiency 5	0 to 4 = Proficiency 1 5 to 7 = Proficiency 2 8 to 10 = Proficiency 3 11 to 14 = Proficiency 4 15 to 19 = Proficiency 5
Grades 7-12	A = Proficiency 1 B = Proficiency 2 C = Proficiency 3 D = Proficiency 4 E = Proficiency 4 F = Proficiency 5	0 to 9 = Proficiency 1 10 to 17 = Proficiency 2 18 to 31 = Proficiency 3 32 to 39 = Proficiency 4 40 and above = Proficiency 5	0 to 4 = Proficiency 1 5 to 7 = Proficiency 2 8 to 10 = Proficiency 3 11 to 14 = Proficiency 4 15 to 19 = Proficiency 5

Add the three proficiencies to get a total proficiency level: Oral Proficiency + Reading Proficiency + Writing Proficiency = Total Proficiency Score

If the total of the proficiency scores is:	Then report the following total proficiency score to the state:
3 to 5	Proficiency Level = 1
6 to 8	Proficiency Level = 2
9 to 11	Proficiency Level = 3
12 to 14	Proficiency Level = 4
15	Proficiency Level = 5

LAS Conversion Tables

The five levels of English language proficiency used in New Jersey (5 = Full English Proficiency, 4 = Advanced, 3 = Upper Intermediate, 2 = Lower Intermediate, 1 = Beginners) can be defined as follows based on the Language Proficiency Index box J in the Student Profile Sheet. On page 22 of the *Technical Report Validity and Reliability of the Language Assessment Scales Reading/Writing Forms 1, 2, & 3* Sharon Duncan and Edward DeVila describe a combined Oral Language Proficiency score called the LPI.

Grades 1 to 12 using LAS -0

New Jersey Proficiency Level	LPI (RW/LAS-O)
5 Full English Proficient	3/4;3/5
4 Advanced	2/4;3/2;3/3
3 Upper Intermediate	1/4;1/5;2/2;2/3
2 Lower Intermediate	1/2;1/3;2/1;3/1
1 Beginner	1/1

Grades K to 1 using PRE-LAS Forms A & B

New Jersey Proficiency Level	Pre-Literacy Component/Oral Language Component
5 Full English Proficient	3/4;3/5
4 Advanced	2/4;3/2;3/3
3 Upper Intermediate	1/4;1/5;2/2;2/3
2 Lower Intermediate	1/2;1/3;2/1;3/1
1 Beginner	1/1

Description of the language domains in which students must make progress to move from one level to the next.

The language domains in which a student must make progress are defined as follows. A detailed definition of the five levels for each domain is presented below. Comprehension/Viewing is not considered a separate domain tested within the other domains.

Reading: Fluent English readers can understand and obtain meaning from a wide range of texts available to native speakers. They are able to respond to texts, both personally and critically, and relate prior knowledge and personal experiences to written texts. Students apply literal, inferential and critical comprehension strategies before, during and after reading to examine, construct, and extend meaning. In becoming fluent readers of English, students must draw on the word meaning and sentence structure of text and sound/symbol relationships, and use these cueing systems interchangeably in order to comprehend and gain meaning.

Writing: Fluent English writers are able to use standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, and spelling). They can effectively use rhetorical and cohesive devise. Writers can use a repertoire of strategies that enables them to vary form, style, and conventions in order to write for different purposes, audiences and contexts.

Speaking: Fluent speakers of English are able to engage in social and academic contexts with accuracy and mastery of complex language structures. Their pronunciation is accurate and does not interfere with communication. They can organize and deliver information clearly and adapt to their listeners. They can speak with confidence and fluency in a variety of situations.

Listening: Fluent listeners can understand standard speech, applying their linguistic skills and knowledge including vocabulary, idioms, and complex grammatical structures to social and academic situations. They can call on different listening skills depending on their purpose for listening (listening to letter sounds to gain phonemic awareness, comprehending information, evaluating a message, appreciating a performance). They can use the paralinguistic features of the language, such as stress, intonation, pace and rhythm to understand spoken language.

Viewing/Comprehension: Effective viewing/comprehension entails the skillful use of listening and reading strategies to enable one to respond to personal interactions, live performances, visual arts that involve oral/and or written language, both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computer, film).

Level 1- Beginners

	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
1	<p>Students at the beginner level may be able to occasionally identify isolated words and/or major phrases when strongly supported by context. As students develop skills, they may be able to recognize and say the alphabet. They can identify an increasing number of highly contextualized words and/or phrases including cognates. Material understood rarely exceeds a single phrase at a time and rereading may be required.</p> <p><i>At the K-3 level, maybe able to recognize and name alphabet letters and some words and sounds in isolation. May be able to recognize numbers. May recognize left-to-right reading conventions.</i></p> <p><i>At the upper elementary and middle school level, students will know that pictures help provide context clues. They understand the message-bearing properties of sentences.</i></p> <p><i>At the high school level, they know survival vocabulary and can read simple sentences.</i></p>	<p>Students at the beginner level may be able to form some letters in the alphabet system. They may be able to copy or transcribe familiar words or phrases and reproduce some from memory. There are no practical communicative writing skills. As students develop skills, they may become able to write simple fixed expressions and limited memorized material and some recombination's thereof. They may be able to write names, numbers, dates, nationality and other simple autobiographical information as well as some short phrases and simple lists.</p> <p><i>Grades K-3 can write name, copy words, letters, and numbers, and use left-to-right progression.</i></p> <p><i>Understands basic spatial relationship between lines and words.</i></p> <p><i>At the high school level students may be able to write simple sentences or a guided paragraph.</i></p>	<p>Students at the beginner level have a very limited understanding and rely almost entirely on visual cues for understanding. Understanding is limited to occasional isolated words such as cognates, borrowed words, and high frequency social conventions. Essentially no ability to comprehend even short utterances. As students at this level develop listening comprehension skills, they may become able to: Understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible; Comprehend some words or phrases from simple questions, statements, high frequency, commands and courtesy formulae about topics that refer to basic personal information on the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.</p>	<p>Speakers at the beginner level may have no real functional ability and, because of their pronunciation, they may be unintelligible. Given time and familiar cues, they may be able to exchange greetings, give their name, and name a number of familiar objects from their immediate environment. They can in time imitate others' English and rely on formulaic phrases. Students at the beginner level may use strategies to respond to and/or initiate simple statements or requests. As students at this level develop speaking skills they may exhibit an ability to:</p> <ul style="list-style-type: none"> - Communicate minimally and with difficulty by using a number of isolated words and memorized phrases; - In response to direct questions, students may utter only two or three words at a time or an occasional stock answer; - Pause frequently as they search for simple vocabulary or attempt to recycle their own or interlocutors' words. <p><i>Able to use speaking to clarify ideas and concepts, distinguish, and summarize in a concrete and familiar context on familiar topics.</i></p> <p><i>Retell with more details.</i></p> <p><i>Prepare and deliver short oral presentations.</i></p> <p><i>Use some idiomatic phrases appropriately.</i></p> <p><i>Uses pronunciation patterns that show moderate evidence of another language in effective communication. Has a distinct accent.</i></p> <p><i>Able to give instructions on concrete day-to-day tasks with appropriate sequencing.</i></p>

Level 2- Lower Intermediate

	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
2	<p>Students at this level can understand simple material for informative or social purposes. They can understand the essential content of short, general, public statements, life skills texts, and formulaic messages. They can comprehend the main ideas of simple informative and simple narrative materials written for native English speakers, especially when these materials contain simple language structures and syntax, and rely heavily on visual cues and some prior knowledge or experience with the topic. Understanding is limited to simple language containing mostly high frequency vocabulary items and grammatical patterns. Students can often guess the meaning of unfamiliar words through use of cognates and text context. They may have to read the material several times in order to more fully capture meaning, and they may be misled by false cognates.</p> <p><i>Has some understanding of the purpose of the text.</i></p> <p><i>Can distinguish between formal and informal texts.</i></p> <p><i>Can read simple materials and comprehend and decode.</i></p>	<p>Students at this level can express basic personal needs and compose short informal passages and texts on very familiar topics based on personal experience. Writing consists of a limited set of vocabulary and structures in simple sentences and phrases. Errors in spelling, grammar, and mechanics are frequent and characteristic and expected of language production at this stage.</p> <p><i>Limited use of conventional organizational structures, cohesive devices, and protocols.</i></p> <p><i>Use of simple present tense.</i></p> <p><i>Use of some words and verbs (high school).</i></p> <p><i>Can begin to use dictionaries (high school).</i></p>	<p>Students at this level can comprehend simple statements, directions, and questions. They usually understand the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures as well as cognates from their native language. Limited vocabulary range necessitates repetition and/or circumlocutions for understanding. Students can comprehend language consisting of simple vocabulary, narratives, and structures, in short face-to-face interactions with peers and familiar adults. Students are able to perform auditory discrimination of some major phonological elements in English. They can understand basic everyday vocabulary of the school environment, and common everyday activities. They can listen for and understand common and/or strategic information in the classroom. They can begin to understand and derive meaning from context. They can begin to understand content.</p> <p><i>Can recognize audience needs.</i></p>	<p>Students at the lower intermediate level can use level appropriate strategies to initiate and respond to simple statements and engage in simple face-to-face conversations with more fluent speakers of the same age group. Students at this level frequently make themselves understood by using repetition and circumlocution.</p> <p><i>Reliance on gestures and other nonverbal cues.</i></p> <p><i>Starting to explore stress and intonation.</i></p> <p><i>Reliance on survival vocabulary (vocab. of basic needs and wants).</i></p> <p><i>Predominance of use of formulaic patterns and heavy reliance on memorized phrases.</i></p> <p><i>Tendency to omit auxiliary verbs, tendency to rely on one form of a verb.</i></p> <p><i>Tendency to pick up words and phrases from interlocutors and incorporate into their own production.</i></p> <p><i>Able to make simple requests for information (for clarification, for expansion).</i></p> <p><i>Able to provide information in response to simple requests for information.</i></p> <p><i>Can make themselves understood in instructional activities in a basic level.</i></p> <p><i>Can express themselves at a basic level, with errors, in the content area.</i></p> <p><i>Can create speech not based on formulaic patterns but with errors.</i></p> <p><i>Reliance on schemata on L1 (syntactic, grammatical, lexical, cultural...).</i></p> <p><i>Provide a simple logically structured narration or summary of what has just been learned or has just happened.</i></p>

Level 3- Upper Intermediate

	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
3	<p>Students can understand more complex narrative and descriptive authentic materials and edited texts with a familiar context. They can use contextual and visual clues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They comprehend selected passages when written in familiar sentence patterns, but frequently have to guess at meanings of longer or more complex materials. They are able to read short texts or trade/pattern books independently. They can follow essential points and some details of expository texts and summaries when dealing with areas of special interest, and begin to separate main ideas from supporting ideas. They can understand main ideas and some supporting ideas. They are able to make informed guesses about meaning from context. Can use cohesive devices to figure out text structure and meaning. Can understand how words, morphemes, and word order convey meaning. Can understand inference, word connotations, and word collocations. Can read a broader range of genres.</p> <p><i>Has broader understanding of purpose text.</i></p> <p><i>Able to distinguish between formal and informal texts.</i></p>	<p>Students at the upper intermediate level of proficiency can write simple texts, uncomplicated personal and business letters, and short reports using everyday, high frequency, grade appropriate vocabulary and common language structures. They can write brief and informed analyses of more complex content, including academic content when given the opportunity for organization and advance preparation, though errors may occur frequently. They can produce written expressions of opinions and reactions to information from a variety of media. They can express present, future, and past ideas comprehensibly. Errors still occur when expressing more complex thoughts. They can attempt to use basic reference tools such as dictionaries. They can perform basic revision and editing functions. They can successfully fulfill the writing task with the use of everyday vocabulary and transitional phrases in more complex sentences. They can begin to use a variety of genres as well as produce writing for different audiences conveying increased levels of register variation, voice, and tone.</p> <p><i>Expanded use of conventional and organizational and cohesive devices, and protocols.</i></p> <p><i>Use graphic organizers for pre-writing.</i></p> <p><i>Can begin to use past and future perfect tenses.</i></p> <p><i>Can use capitalization, indentation, and punctuation.</i></p> <p><i>Uses more complex sentence structure and unity in paragraph development.</i></p>	<p>Students at the upper intermediate level can comprehend short conversations on topics in everyday situations, when listening to peers, familiar adults, and selected other adults (e.g., teachers, providers of public services) either in face-to-face interactions or on the phone. Students rely less on repetition, rephrasing, and non-verbal cues for comprehension. Students can understand frequently used verb tenses and word-order patterns in simple sentences. They frequently demonstrate both a general and detailed understanding of short, discrete expressions but have only a general understanding of longer conversations and messages within familiar communicative situations and in academic content areas. They can sustain comprehension through contextual inferences in short communications on familiar topics and in the academic content areas, through paraphrases, slower speaking pace, and visual supports. They can demonstrate phonological discrimination of many auditory elements in English. They can follow multi-step directions, and they can comprehend more linguistically complex and longer conversations and narratives.</p>	<p>Students at the upper intermediate level can initiate and sustain a conversation, face-to-face or on the phone, with fluent speakers of English or more fluent individuals, often with hesitation and circumlocution regarding low-frequency vocabulary. They tend to use the more common verb tense forms (present, past, and future time frames) but still make many errors in formation and selection. They can express details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but are not familiar with complex patterns, especially when speaking about academic or other issues. They can sustain coherent structures in short and familiar communicative situations, selectively employing basic features such as pronouns and inflections. Extended communication is largely a series of short, discrete, utterances. Students at the intermediate level often have to repeat themselves to be understood by the general English monolingual public. While they may exhibit flexibility (spontaneity) in their interactions in instructional activities, particularly when the topic is unfamiliar, they often rely on familiar utterances. They use repetition as well as gestures and other nonverbal cues to clarify meaning and sustain conversation.</p> <p><i>Able to respond to novel questions using familiar vocabulary.</i></p> <p><i>Able to generate simple questions with the appropriate form and structure</i></p> <p><i>Able to generate /create independently an appropriate contribution to the ongoing discourse.</i></p> <p><i>Can, within limits, edit and correct themselves.</i></p>

Level 4- Advanced

	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
4	<p>Students at the advanced level can comprehend the content of most texts of interest to students at these grade levels, and, with support, most appropriate academic content area texts. They can understand most factual information in non-technical prose. They can understand texts with less dependence on context, background knowledge, and familiarity with the topic, and more dependence on language features. Students understand more sophisticated cohesive devices and greater accuracy in interpreting. They can read literature for pleasure. They are able to separate main ideas from supporting ones and thus begin to analyze material that is written for the general public. They are able to use linguistic context and prior knowledge to increase comprehension. They can begin to detect the overall tone and intent of both expository and literary texts.</p> <p><i>Has an ability to interpret text based on an understanding of the purpose of the text.</i></p>	<p>Students at this level can write multi-paragraph essays, journals, personal, and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion. They can compose unified and organized texts on everyday topics with sufficient vocabulary to express themselves with some circumlocutions. They are able to show good control of English word structure and of the most frequently used grammatical structures, but errors may still occur, particularly when the students are writing about complex themes or issues requiring the expression of opinion, when the topic is outside their realm of experience, or when the content is rich in technical academic vocabulary. They can express complex ideas sequentially with simple language and draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames. They can express more sophisticated extended ideas in more complex structures. They can begin to detect and edit for grammar, structure, and diction.</p> <p><i>Able to use simple reference tools.</i></p> <p><i>Expanded, varied, and appropriate, use of conventional organizational and cohesive devices, and protocols.</i></p> <p><i>Uses more complex sentences and language.</i></p> <p><i>Can research a topic.</i></p> <p><i>Able to use more sophisticated vocabulary.</i></p>	<p>Students can understand standard speech delivered in most authentic settings with some repetition and rewording. They can understand the main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics, feature programs on radio and television, movies and other media designed for a native speaking audience. They comprehend a wide range of language forms, vocabulary, idioms, and structures learned in and outside of language classes and content area classes. Students at this stage can often detect affective undertones and understand inferences in spoken language with some repetition and rephrasing. They can understand a variety of speech samples from diverse forms of English. They can demonstrate phonological discrimination of most auditory elements in English.</p>	<p>Students at the advanced stage can handle most communicative situations with confidence but may need help with any complication or difficulty they encounter in language productions, especially in academic subjects. They can engage in extended discussions with fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures. Their vocabulary, with some circumlocutions, is sufficient to communicate precisely at the appropriate level. They demonstrate mastery of elementary constructions.</p> <p><i>Vocabulary is sufficiently broad that speaker has choices and can be precise.</i></p> <p><i>Greater precision in the choice of prepositions, of modal verbs.</i></p> <p><i>Broader range and greater accuracy in use of idiomatic phrases appropriately.</i></p> <p><i>Narrating sequence of events with appropriate temporal markers, tense and modality forms.</i></p> <p><i>Able to speak appropriately to a variety of audiences.</i></p> <p><i>Presentation that follows a process of organization and uses a variety of sources.</i></p> <p><i>Uses pronunciation patterns that have some interference with effective communication.</i></p> <p><i>Able to generate more complex questions with the appropriate form and structure.</i></p> <p><i>Beginning to give instructions on abstract tasks with appropriate sequencing.</i></p>

Level 5- Full-English Proficient

	Reading	Writing	Listening	Speaking
5	<p>Students at the full-English proficient stage understand and obtain meaning from a wide range of texts available to native English speakers. They can read extended academic texts at the appropriate level containing multiple perspectives; they can critique and evaluate perspectives and weigh counter arguments. Students can understand a variety of the literary genres. They can read and comprehend complex grammar and rhetorical features, including the meaning of varied text structures. They have mastered the strategies of reading , approaching to native English-speaking students at their grade level, and are approaching grade-level mastery of the language structures and vocabulary that are characteristic of texts in the academic content areas. Students can understand vocabulary that is academic and also be able to figure out technical vocabulary.</p> <p><i>Has an ability to interpret text based on an understanding of the purpose of the text.</i></p> <p><i>Ability to handle word problems, to extract precise and detailed information from a text and set up problems (in math, science, etc.)</i></p> <p><i>Ability to visualize meaning as intended by the writer.</i></p>	<p>Students at this stage are approaching fluency in academic writing within the content areas, using the language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions. They begin to use alternative and nuanced meanings of words in their written communications. They demonstrate an increasing ability to successfully employ the subtleties of written language for different audiences and purposes. They can use more accurate complex writing structures. They can demonstrate effective use of rhetorical and cohesive devices.</p> <p><i>They can edit for word use, mechanics, and structure, and revise for content, organization, and vocabulary.</i></p> <p><i>Able to use a more varied range of reference tools.</i></p>	<p>Students at this level can understand most standard speech. They understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics in a number of modalities. Students at this level apply their linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to the learning of academic content. These students are able to use paralinguistic features of the language, such as stress, intonation, pace, and rhythm, to understand spoken language. They can comprehend subtle, nuanced details of meaning.</p>	<p>Students at the full proficiency stage can engage in most social communicative situations with confidence and mastery of complex language structures. Speaking in the academic content areas is characterized by fluency and accuracy in language production, with some circumlocution regarding technical content area vocabulary within academic content areas and some language forms.</p> <p><i>Uses pronunciation patterns that do not interfere with effective communication.</i></p> <p><i>Can use spoken language of academic content areas to persuade, clarify, evaluate critique, hypothesize, synthesize, and/or summarize at the appropriate level.</i></p> <p><i>Able to speak appropriately to a variety of audiences with fluency, rhythm, and pace.</i></p> <p><i>Presentation that follows a process of organization and uses a variety of sources on an unfamiliar topic.</i></p> <p><i>Broader range and greater accuracy in use of idiomatic phrases appropriately.</i></p> <p><i>More accurately provide temporal relations between elements in the topic of discourse using idiomatic phrases, and tense and modality.</i></p> <p><i>Asks questions or challenges statements about academic topics or tasks.</i></p> <p><i>Able to give more complex instructions on abstract tasks with appropriate sequencing taking the listener's perspective into account.</i></p>

In the table that follows, please provide performance targets/annual measurable achievement objectives for:

- The percentage or number of LEP students who will make progress in learning English
- The percentage or number of LEP students who will attain English language proficiency

Performance targets/annual measurable achievement objectives are projections for increases in the percentage or number of LEP students who will make progress in learning English and who will attain English language proficiency.

A table has been provided to accommodate States' varying approaches for establishing their performance targets/annual measurable achievement objectives. Some States may establish the same performance targets/annual measurable achievement objectives for all grade levels in the State. Other States may establish separate performance targets/annual measurable achievement objectives for elementary, middle, and high school, for example. If a State establishes different performance targets/annual measurable achievement objectives for different grade levels/grade spans/cohorts, the State should complete a separate table for each grade level/grade span/cohort and indicate next to the "unit of analysis/cohort" the grade level/grade span/cohort to which the performance targets/annual measurable achievement objectives apply.

Please provide the State's definition of cohort(s). Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

a. First AMAO

The first AMAO required under section 3122(a)(3)(i) is to show “annual increases in the number or percentage of children making progress in learning English.” In New Jersey, we will define this objective as follows:

In 2013-14, 100% of all LEP students will increase one level of English language proficiency after each year of English language instruction.

Cohort. The cohort for this objective will be all LEP students who are enrolled in a New Jersey school as of July 1 prior to the school year and complete the full year in a program designed for LEP students.

b. Second AMAO

The second AMAO required under section 3122(a)(3)(ii) is to show “annual increases in the number or percentage of children attaining English proficiency by the end of each school year. . .” In New Jersey, we will define this objective as follows separately for those in Grades K to 4 and Grades 5 to 12:

Grades K-4: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in 4 full years or less.

Cohort: A cohort for this AMAO will consist of students who started their first full year of a program for LEP students as of July 1 of the same school year and exited after one, two, or three years or completed four full years of the program (whether or not they exited).

For example, the target of 60% of LEP students achieving English Language proficiency and exiting a program by the end of the 2005-6 school year will apply to all students in grades K to 4 whose first full year of English language instruction began July 1, 2002 and who either

- Achieved proficiency and exited the program at the end of the 2002-3 school year
- Achieved proficiency and exited the program at the end of the 2003-4 school year
- Achieved proficiency and exited the program at the end of the 2004-5 school year
- Participated in the program during the 2005-6 school year

Grades 5–12: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in 5 full years or less or meet New Jersey high school graduation requirements.

Cohort: A cohort for this AMAO will consist of students who started their first full year of a program for LEP students on July 1 of the same school year and exited after one, two, three, or four years, met the New Jersey high school graduation requirements, or completed five full years of the program (whether or not they exited).

For example, the target of 60% of LEP students achieving English Language proficiency and exiting a program by the end of the 2006-7 school year will apply to all students in grades 5 to 12 whose first full year of English language instruction began July 1, 2002 and who either:

- Achieved proficiency and exited the program at the end of the 2002-3 school year
- Achieved proficiency and exited the program at the end of the 2003-4 school year
- Achieved proficiency and exited the program at the end of the 2004-5 school year
- Achieved proficiency and exited the program at the end of the 2005-6 school year
- Met the New Jersey requirements for high school graduation during 2002-3, 2003-4, 2004-5, 2005-6 or 2006-7 school year
- Participated in the program during the 2005-6 school year

Rationale for the Cohort Definitions. NJ's LEP student population is highly mobile. Historical data indicates at least 30% exit an English language program for reasons other than achieving English language proficiency. To account for this high rate of mobility, NJ will implement a cohort approach to capture these students participating in an ESL program from the point of entry to exiting the program or until proficiency achieved.

English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives

***Unit of Analysis/Cohort: Grades K - 4**

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency ¹
2003-2004 School Year	50%	Not Applicable
2004-2005 School Year	55%	Not Applicable
2005-2006 School Year	60%	60%
2006-2007 School Year	65%	65%
2007-2008 School Year	70%	70%
2008-2009 School Year	75%	75%
2009-2010 School Year	80%	80%
2010-2011 School Year	85%	85%
2011-2012 School Year	90%	90%
2012-2013 School Year	95%	95%
2013-2014 School Year	100%	100%

***Unit of Analysis/Cohort: Grades 5 - 12**

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency ²
2003-2004 School Year	50%	Not Applicable
2004-2005 School Year	55%	Not Applicable
2005-2006 School Year	60%	Not Applicable
2006-2007 School Year	65%	65%
2007-2008 School Year	70%	70%
2009-2010 School Year	80%	80%
2010-2011 School Year	85%	85%
2011-2012 School Year	90%	90%
2012-2013 School Year	95%	95%
2013-2014 School Year	100%	100%

¹ The first cohort of New Jersey students (those students in grades K to 4 who completed their first full year in an English language program in 2002-2003) will complete four years of English language instruction at the end of the 2005-2006 school year. Therefore this AMAO can first be measured at the end of the 2005-2006 school year.

² The first cohort of New Jersey students in grades 5 to 12 (those students in grades 5 to 12 who completed their first full year in an English language program in 2002-2003) will complete five years of English language instruction at the end of the 2006-2007 school year. Therefore this AMAO can first be measured at the end of the 2006-7 school year.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.1:

The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

NCLB places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

The requirement that teachers be highly qualified, as defined in Section 9101(23) of the ESEA, applies to public elementary and secondary school teachers teaching in core academic subjects. (The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (*Section 9101(11)*). For more detailed information on highly qualified teachers, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/offices/OESE/SIP/TitleIguidance2002.doc>

A. In the following chart, please provide baseline data and targets for the percentage of classes in the core academic subjects being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines “high-poverty” schools as schools in the top quartile of poverty in the State.

For baseline data, please indicate the percentage of classes in core academic subjects taught by “highly qualified” teachers both in the aggregate for the State and for high-poverty schools in the State in the 2002-2003 school year. For targets, please indicate the percentage of classes in core academic subjects that will be taught by highly qualified teachers by the end of the 2005-2006 school year.

Baseline Data and Targets	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline	Available May 2004	Available May 2004
2003-2004 Target	To be determined	To be determined
2004-2005 Target	To be determined	To be determined
2005-2006 Target	100%	100%

The baseline data and performance targets for Goal 3, performance indicator 3.2 are not available at this time. However, it will be available after every teacher in the state has gone through the New Jersey Highly Qualified Teacher Identification process, using the guidelines and forms contained in *The New Jersey Model for Identifying Highly Qualified Teachers*, which is enclosed and can also be found at the following website: <http://www.nj.gov/njded/profdev/house.pdf>

The state attempted to meet the September 1, 2003 deadline by means of a *NCLB Highly Qualified Teachers and Paraprofessionals State Baseline Data Survey*, which went on line in February 2003 to collect and provide baseline data and targets for the percentage of classes in the core academic subjects being taught by “highly qualified” teachers. By June 17, 2003, when a snapshot of the data was totaled in the aggregate and by high poverty, 524 of the 640 LEAs in the state had completed the survey. The data revealed that approximately 87% elementary, 81% middle and 72% high school teachers were “highly qualified” according to the NCLB definition, at least with regard to their certification.

However, it was not clear from the survey how many of these teachers were hired prior to 1985, the year that a content test became a requirement for certification. Nor did the survey ascertain whether teachers hired prior to 1985 (approximately 40% of the teachers in the state in October 2001), or middle school teachers with a K-8 certification, had demonstrated competency by means other than a test, such as completing an academic major, coursework equivalent to a major, or a graduate degree. These teachers could not demonstrate competency by completing the New Jersey HOUSE (High Objective Uniform State Evaluation) Standard, because it was still in the process of being developed. There were few responses other than zero (approximately 10%) to the questions regarding the number of “classes” in each core content area that were being taught by teachers who were teaching out of content area of certification.

For these reasons, it was decided to use the information obtained from *The New Jersey Model for Identifying Highly Qualified Teachers* for establishing the baseline data and targets for the percentage and classes taught by highly qualified teachers. Through this process, teachers will document their status in relation to the federal NCLB definition of a highly qualified teacher. The New Jersey model also includes the New Jersey HOUSE Standard. The New Jersey House Standard provides veteran teachers with an alternate means of demonstrating that they have the content expertise in the subject(s) they teach in order to satisfy the definition of a highly qualified teacher.

This identification process involves completing two types of forms. Teachers will complete the appropriate NJ Highly Qualified Teacher Identification form(s) based on the certifications they hold. This form will be used to determine whether the teacher satisfies the NCLB definition of a highly qualified teacher. Veteran teachers who do not satisfy the federal definition will then advance to the NJ High Objective Uniform State Evaluation (HOUSE) Standard and complete a Content Knowledge Matrix to determine whether they satisfy the definition of a highly qualified teacher using the alternate criteria of the NJ HOUSE Standard. The completed forms and documentation will then be reviewed by the teacher’s supervisor or principal. A statement of assurance will be completed and signed by both the teacher and the teacher’s supervisor or principal. These records will be kept on file at the building level. After this process is completed in November 2003, each school will report on the status

of its teachers to the district, which will transmit the information electronically to the New Jersey Department of Education (NJDOE). It is expected that the electronic transmission of the data will be completed by February or March of 2004. This will provide the state, by May 2004, with accurate and reliable 2003-2004 baseline data for establishing realistic 2004-2005 and 2005-2006 targets for performance indicator 3.1.

B. To best understand the data provided by States, please provide the State's definition of a highly qualified teacher below.

The following is New Jersey's definition of a highly qualified teacher:

Highly Qualified Teacher A Highly Qualified Teacher is one who, by June 2006:

For New, Newly Hired and Veteran Teachers in Non-Title I schools and for Veteran Teachers in Title I schools and programs

- Holds at least a Bachelors degree;
- Is fully licensed/certified (traditional or alternate route) with no waivers (*i.e.*, no emergency certificates); and
- **Elementary:** Demonstrates content expertise by either
 - Passing a rigorous State test of Elementary content knowledge and teaching skills; or
 - Fulfilling the requirements of the NJ HOUSE Standard.
- **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by:
 - Passing a rigorous State test; **or**
 - Completing an academic major, coursework equivalent to a major, or a graduate degree; **or**
 - Earning an advanced certification or credential (*i.e.*, National Board Certification); **or**
 - Fulfilling the requirements of the NJ HOUSE Standard.

Highly Qualified Teacher A Highly Qualified Teacher is one who, by September 2003:

For New and Newly Hired Teachers in Title I schools and programs

- Holds at least a bachelor's degree from a regionally accredited institution of higher education;
- Is fully licensed/certified (traditional or alternate route) with no waivers (*i.e.*, no emergency certificates); and
- **Elementary:** Demonstrates content expertise by passing a State test of Elementary content knowledge and teaching skills.
- **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by:
 - Passing a rigorous State test; **or**
 - Completing an academic major, coursework equivalent to a major, or a graduate degree; **or**
 - Earning an advanced certification or credential (*i.e.*, **National Board Certification**).

NJ HOUSE Standard

Under NCLB, each state is required to develop a HOUSE (High Objective Uniform Standard of Evaluation) Standard to provide teachers with an alternative means of demonstrating their content knowledge for the core academic subject(s) they teach. The NJ HOUSE Standard is the means by which teachers can document their content expertise in the core academic subject(s) they teach. The NJ HOUSE Standard uses a Content Knowledge Matrix to document college coursework, professional activities, teaching activities, and successful teaching performance.

- **Elementary (K-5), Bilingual and Special Education teachers** who provide direct content instruction of an elementary curriculum must document 10 points on the matrix across elementary academic content areas in order to satisfy the definition of a Highly Qualified Teacher as an Elementary Generalist.
- **Middle, Secondary, Bilingual and Special Education teachers** who provide direct content instruction of a middle/secondary curriculum must document 10 points on the matrix for each content area they teach in order to satisfy the definition of a Highly Qualified Teacher for each content area teaching assignment.

New to the Profession

Teachers who are in their first year of teaching are new to the profession.

- **Teachers working in Title I programs** are new to the profession if they were hired after the first day of school in the 2002-2003 school year. They should be Highly Qualified as of September 2003.
- **Teachers working in non-Title I programs** are new to the profession if they are hired after the first day of school in the 2005-2006 school year. They must be Highly Qualified as of the end of the 2005-2006 school year.

Newly Hired

Teachers with prior teaching experience who are either returning to teaching after an absence or changing school districts are newly hired. Teachers changing building, class or grade level assignments within their districts are not considered newly hired. **Newly hired teachers in Title I programs** must be Highly Qualified as of September 2003. **Newly hired teachers in non-Title I programs** must be Highly Qualified by the end of the 2005-2006 school year.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.2:

The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101 (34).)

In the following chart, please provide baseline data and targets for the percentage of teachers receiving high-quality professional development. The term “high-quality professional development” means professional development that meets the criteria outlined in the definition of professional development in Title IX, Section 9101(34) of ESEA. For more detailed information on high-quality professional development, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/offices/OESE/SIP/TitleIguidance2002.doc>

For baseline data, please indicate the percentage of teachers who received “high-quality professional development” in the 2002-2003 school year. For targets, please indicate the percentage of teachers who will receive “high-quality professional development” through the 2005-2006 school year. The data for this element should include all public elementary and secondary school teachers in the State.

Baseline Data and Targets	Percentage of Teachers Receiving High-Quality Professional Development
2002-2003 Baseline	98%
2003-2004 Target	99%
2004-2005 Target	99%
2005-2006 Target	100%

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.3:

The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

The No Child Left Behind Act of 2001 defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has: (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/offices/OESE/SASA/paraguidance.doc>

In the following chart, please provide baseline data and targets for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. For baseline data, please indicate the percentage of Title I paraprofessionals who were qualified, as defined above, in the 2002-2003 school year. For targets, please indicate the percentage of Title I paraprofessionals who will be qualified by the end of the 2005-2006 school year.

Baseline Data and Targets	Percentage of Qualified Title I Paraprofessionals
2002-2003 Baseline	42%
2003-2004 Target	52%
2004-2005 Target	75%
2005-2006 Target	100%

Baseline data and performance targets for Goal 4, Performance Indicator 4.1:

The number of persistently dangerous schools, as defined by the State.

In the following chart, please provide baseline data and targets for the number of schools identified as persistently dangerous as determined by the State. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/offices/OSDFS/unsafeschoolchoice.doc>.

For baseline data, please provide the number of schools identified as persistently dangerous by the start of the 2003-2004 school year. For performance targets, please provide the number of schools that will be identified as persistently dangerous through the 2013-2014 school year.

Baseline Data and Targets	Number of Persistently Dangerous Schools
2003-2004 Baseline	7
2004-2005 Target	11
2005-2006 Target	10
2006-2007 Target	10
2007-2008 Target	8
2008-2009 Target	8
2009-2010 Target	7
2010-2011 Target	5
2011-2012 Target	4
2012-2013 Target	2
2013-2014 Target	0

*New Jersey Department of Education (NJDOE) anticipates a rise in the number of persistently dangerous schools for the next several years and then a decline, because of the following factors:

1. The NJDOE's newly approved policy for the identification of persistently dangerous schools requires that schools meet the criteria each year for three consecutive years. To identify persistently dangerous schools as of July 31, 2003, the NJDOE used data from its Electronic Violence and Vandalism Reporting System (EVVRS) for the 1999-2000, 2000-2001 and 2001-2002 school years. A comparative analysis of the data demonstrated an increase in the number of incidents in 2000-2001 and 2001-2002 as it was compared to the 1999-2000 school year. We anticipate that the trend will continue in 2002-2003. These data sets will be used to identify persistently dangerous schools in 2004-2005, 2005-2006 and 2006-2007.
2. NJDOE plans to focus on statewide uniform implementation of the established definitions and methods of data collections. To this end, an increase in the number of schools identified may occur. To assist school districts technical assistance will be provided.
3. The NJDOE will be adding new data elements to the EVVRS data collection. As a result, we anticipate this will also cause an increase in the number of incidents reported and may affect the number of schools identified.

Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.1:

The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In the May 7, 2002, Consolidated State Application Package, indicator 5.1 read: “The percentage of students who graduate from high school each year with a regular diploma – disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged—calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.” However, section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State’s academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

The Secretary approved each State’s definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State’s accountability plan. To reduce burden, provide flexibility, and promote more consistent data collection by the Department, we ask that the information you submit in this September 1, 2003, consolidated State application reflect this Title I definition rather than the definition used in the NCES Common Core of Data.

Using the definition of the graduation rate that was approved as part of your State’s accountability plan, in the following charts please provide baseline data and performance targets for the graduation rate. For baseline data, please provide the graduation rate for the 2001-2002 school year. For performance targets, please indicate what the State graduation rate will be through the 2013-2014 school year.

Baseline Data: GRADUATION RATE

High School Graduates	High School Graduation Rate
Student Group	01-02 Baseline
All Students	88.65%
African American/Black	78.12%
American Indian/Native Alaskan	81.99%
Asian/Pacific Islander	95.48%
Hispanic	78.06%
White	93.34%
Other	Not Applicable
Students with Disabilities	*
Students without Disabilities	*
Limited English Proficient	*
Economically Disadvantaged	*
Non-Economically Disadvantaged	*
Migrant	*
Male	87.17%
Female	90.18%

Graduation rate is calculated using the method recommended by the National Center for Education Statistics and approved as part of New Jersey's consolidated accountability plan:

$$\text{Graduation Rate} = \frac{\# \text{ of (SY 2001-02 Graduates + Summer 2002 Graduates)}}{(\# \text{ of SY 2001-02 Graduates + Summer 2002 Graduates + } \# \text{ of Grade 9 Dropouts in SY 1998-1999 + } \# \text{ of Grade 10 Dropouts in SY 1999-2000 + } \# \text{ of Grade 11 Dropouts in SY 2000-2001 + } \# \text{ of Grade 12 Dropouts in SY 2001-2002)}} \times 100$$

New Jersey is currently developing an individual student record system, NJ SMART, which, when completed, will enable the state to disaggregate graduation rate for the additional subgroups.

PERFORMANCE TARGETS: GRADUATION RATE

High School Graduates	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
Student Group												
All Students	89.15%	89.65%	90.15%	90.65%	91.15%	91.65%	92.15%	92.65%	93.15%	93.65%	94.15%	94.65%
African American/Black	78.62%	79.12%	79.62%	80.12%	80.62%	81.12%	81.62%	82.12%	82.62%	83.12%	83.62%	84.12%
American Indian/Native Alaskan	82.49%	82.99%	83.49%	83.99%	84.49%	84.99%	85.49%	85.99%	86.49%	86.99%	87.49%	87.99%
Asian/Pacific Islander	95.98%	96.48%	96.98%	97.48%	97.98%	98.48%	98.98%	99.48%	99.98%	100.0%	100.0%	100.0%
Hispanic	78.56%	79.06%	79.56%	80.06%	80.56%	81.06%	81.56%	82.06%	82.56%	83.06%	83.56%	84.06%
White	93.84%	94.34%	94.84%	95.34%	95.84%	96.34%	96.84%	97.34%	97.84%	98.34%	98.84%	99.34%
Other	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Male	87.67%	88.17%	88.67%	89.17%	89.67%	90.17%	90.67%	91.17%	91.67%	92.17%	92.67%	93.17%
Female	90.68%	91.18%	91.68%	92.18%	92.68%	93.18%	93.68%	94.18%	94.68%	95.18%	95.68%	96.18%

Baseline Data and Performance Targets for Goal 5, Performance Indicator 5.2:

The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following charts, please provide baseline data and targets for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. For baseline data, in the following charts please indicate the State high school dropout rate for the 2001-2002 school year. For targets, please indicate the State high school dropout rate through the 2013-2014 school year.

BASELINE DATA: DROPOUT RATE

Student Dropouts	Student Dropout Rate
Student Group	01-02 Baseline
All Students	2.61%
African American/Black	5.39%
American Indian/Native Alaskan	2.30%
Asian/Pacific Islander	.92%
Hispanic	5.04%
White	1.52%
Other	Not Applicable
Students with Disabilities	*
Students without Disabilities	*
Limited English Proficient	*
Economically Disadvantaged	*
Non-Economically Disadvantaged	*
Migrant	*
Male	3.05%
Female	2.18%

*Data for 01-02 are not available.

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The State's formula for the dropout rate is as follows:

$$\frac{\text{\#students in Grades 9 through 12 who dropout during July 2001 through June 2002} * 100}{\text{\# students enrolled by October 2001 enrollment report for grades 9 through 12}}$$

New Jersey is currently developing an individual student record system, NJ SMART, which, when completed, will enable the state to disaggregate dropout rate for the additional subgroups.

PERFORMANCE TARGETS: DROPOUT RATE

Student Dropouts	02-03 School Year	03-04 School Year	04-05 School Year	05-06 School Year	06-07 School Year	07-08 School Year	08-09 School Year	09-10 School Year	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year
Student Group												
All Students	2.11%	1.61%	1.11%	0.61%	0.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
African American/Black	4.89%	4.39%	3.89%	3.39%	2.89%	2.39%	1.89%	1.39%	0.89%	0.39%	0.00%	0.00%
American Indian/Native Alaskan	1.80%	1.30%	0.80%	0.30%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian/Pacific Islander	0.42%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	4.54%	4.04%	3.54%	3.04%	2.54%	2.04%	1.54%	1.04%	0.54%	0.04%	0.00%	0.00%
White	1.02%	0.52%	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Non-Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*
Male	2.55%	2.05%	1.55%	1.05%	0.55%	0.05%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Female	1.68%	1.18%	0.68%	0.18%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%